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ABSTRACT

The material used in preparation of this booklet was obtained through a series of interviews with labor superintendents and labor supervisors at Berea College. It concerns the selection of work-study students for various university departments. The physical plant director discusses the process of selecting and training physical plant student workers and describes the development of the assistant housekeeper's position. Then follows a section concerning the selection, training, and scheduling of food service student workers. The final section covers the selection, training, scheduling, and supervision of student audiovisual workers. (Author/PG)

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A CASEBOOK OF SUPERVISORY EXPERIENCE:

Position Development and Scheduling

WORK-STUDY DEVELOPMENT PROJECT
BEREA COLLEGE
BEREA, KENTUCKY

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A CASEBOOK OF SUPERVISORY EXPERIENCE:

Position Development
and
Scheduling

Prepared by

The Work-Study Development Project
Office of the Dean of Labor
Berea College
Berea, Kentucky

The material used in preparation of this booklet was obtained through a series of interviews with labor superintendents and labor supervisors at Berea College in November, December, 1973, and January, 1974.

A listing of the superintendents and supervisors who assisted in the preliminary interviews for the development of supervisory materials is included at the end of this casebook.

1974

POSITION DEVELOPMENT

PHYSICAL PLANT

Physical Plant staff has the responsibility for supervising the entire cleaning program on the Berea College campus. Working with 120 students who make up the corps of monitors and janitors assigned to men and women's residence halls, academic buildings, and various service buildings, the Physical Plant staff members oversee the daily routine of the campus cleaning program. In 1973, an additional student position--that of Assistant Housekeeper--was developed in an effort to supplement supervision of the program. The Assistant Housekeeper is responsible for supervision of monitors and janitors in the women's residence halls.

In the information below, the Physical Plant Director discusses the process of selecting and training Physical Plant student workers and describes the development of the Assistant Housekeeper's position.

Selection of Student Workers

Most of our student workers are involved in cleaning in one way or another. We are structured into a framework of janitors and monitors in our program.

When students come in at the beginning of the year looking for labor assignments as janitors, we send them to see the dorm

monitors, who make individual janitor assignments. In theory, every janitor reports to a monitor. It doesn't quite work that way, as we have some fifteen janitors scattered here and there who do not report to any particular monitor. Most communication is with the monitors, however. If the janitors have a problem, they inform the monitor.

Monitors will be carefully selected and trained in next year's program, with more training than they have had in the past. We will be selecting people more critically. We are looking for motivators as much as anything else, and we plan to try to let them see the importance of their job. It is difficult for anyone to attach too much importance to a cleaning program. It is a menial job, or has been in the past, and if we plan to talk about the dignity of labor, we must give these jobs a degree of dignity. This doesn't have to be contrived; it can be a genuine thing. The environment in which we live can be an important thing, and we want our student workers to see that side of it, too.

In housing, the monitor must work rather closely with the dorm director, who reports directly to the Associate Deans. We have dual lines of authority and dual lines of communication, and we have the monitor sitting in the middle because the monitor is a student and the dorm director is an adult. The monitor is at a disadvantage. This past year, the monitor was chosen by the dorm director and approved

by Physical Plant. That's the way it reads on paper. In fact, the monitor was chosen by the dorm director and, in many cases, we didn't know who had been chosen until they showed up down here for us to sign their labor contracts. To take someone who has never worked as a janitor and make a monitor of them is impractical. They must come up through the ranks to acquire the experience and know-how necessary to make them perceptive in recognizing the quality of work being done by the janitors. We are presently using the rating sheets completed by the monitors in weekly evaluations of the janitors to help us select monitors for next year. These weekly rating sheets are very helpful in an evaluation of student performance. From them, we get a good idea of how responsible the janitors are. The ratings give information on individual strengths and weaknesses, and are helpful to us in evaluating and selecting the monitors for next year. The dorm directors will be advised of our choice of monitors. If they have a serious objection, we'll have discussion on it. If their objection is valid, we will probably honor it. But the final choice will be ours. They will have a measure of approval in it--but only a measure.

In academic buildings, selection of monitors has not been handled quite as badly. The building directors in some buildings want to choose their monitors. In other buildings, they could care less. The same rules of selection will apply to academic buildings, however, in that we will choose the monitors and the building directors may register a complaint if they object to our choice.

We plan to exercise a little more control over the situation, since we have total responsibility. We depend on monitors to a great extent as motivators, and I think that we're asking too much in this if we don't give them proper training or enough supervision. By this, I mean support in helping to get the job done. We want monitors to have all the support they need and to have someone coming along regularly to ask what their problems are.

Training of Student Workers

The training is a continuing process now. In the past, the training was done at the very beginning, and the monitors had a tendency to forget about the work and not even to check every day. At the end of the month, they turned in 40 hours for each of their janitors and 60 hours for themselves.

We have no formal training sessions now, other than the short session at the beginning of the semester. The Assistant Housekeeper has weekly mini-sessions with each monitor in the women's dorms, and this information is relayed to the janitors. The janitors know exactly what they're to do because of their job descriptions.

There is a job description for each work area in each of the buildings. Most of the dorms have three job areas, for example. One area is hallways and bathrooms. Depending on the dorm, there might be one or two bathrooms on every hall, so that is one job area. Another area is lounges, entrances, foyers, and stairways. The third area is recreation rooms, laundry rooms, work rooms, study rooms, that

type of thing. The janitors know what their responsibilities are in these areas, because of the complete job description for each area. At the beginning of the year when a janitor is sent to speak to a monitor about being hired, the monitor goes over the job description of the work area with the janitor and says, "Do you agree to do this kind of work? Do you understand this? Do you understand that?" The monitors hire the janitors with the understanding that they know what they're supposed to do. Sometimes we discover that the janitors didn't understand that they were supposed to do a certain thing daily or biweekly. In a case like that, the supervisor writes it down and explains it to the monitor, who relays the information to the janitor. There is a definite daily routine which the janitors are supposed to complete, and also a weekly routine.

Development of Assistant Housekeeper's Position

The one place that we've really succeeded this year has been in the Assistant Housekeeper program in the women's dorms. In this program, we have the outlines for a good program of supervision which should be expanded. We feel that we have learned enough from what has been accomplished to expand that program to have a successful cleaning program. We plan to implement the new Assistant Housekeeper program with four student supervisors, and the custodial foreman will act as liaison with these people. Our experience has shown us that student supervisors can communicate much better with student workers. The Assistant Housekeeper can identify problems that we don't even know exist in the dorms, and

can work out the solution too. We lack the manpower to service problems that arise in the dorms as we would like or as we feel we need to do. The Assistant Housekeeper can note problems, however, and communicate the information to us or explain to the girls in the dorm why it hasn't been taken care of. As a supervisor, she is in and out of our offices enough so that she can feel free to ask questions as the monitors can't do, and she also has enough experience to know how to handle problems as they arise.

We attempted to establish the position of student supervisor or Assistant Housekeeper all over campus as it was set up this year in the women's dorms. We were unsuccessful, partly because it was a new idea and partly because we didn't do a good job of presenting it. We had opposition from existing monitors who resented the idea that we perhaps intended to do closer supervision. Establishing such a program required the cooperation of knowledgeable people, and that cooperation had to come from the monitors. We couldn't get any of them to move up to the next level of supervision. Our present Assistant Housekeeper agreed to move up, and we built a program around her.

We want to cover both the men and women's dorms and the academic buildings with this same level of supervision. We'll have four supervisors at the Assistant Housekeeper level, which is a 5 level both in pay scale and in areas of responsibility. This position will carry complete responsibility for the success of the cleaning program in the buildings assigned. In the past, there were weaknesses in the cleaning program insofar as monitors were concerned, because monitors turn in their own

time and have never really been responsible to anyone. This created problems, so the decision was made this year to add another level of supervision--the level of the Assistant Housekeeper in the women's dorms.

Function of the Assistant Housekeeper

The present student supervisor in this position describes her function:

"I think the monitors haven't really understood their job in the past. Some of them didn't really know what was expected of them. They didn't bother to ask, and many lacked the initiative to come into the Physical Plant office and discuss their responsibilities. Sometimes I get a little friction, but as far as the monitors are concerned, I have a good relationship with them as a student supervisor.

"I set up an hour block of time for each of the dorms weekly, and have a certain day scheduled to meet with the monitor of each dorm. I talk to the monitors, rather than to the janitors. On each visit, I make an inspection tour of the entire dorm. At the end of the tour, the monitor and I discuss problem areas. Sometimes there are problems with supplies or with work orders, but most of the time, we discuss janitors and their work. If the work isn't being done properly, I explain the necessary cleaning techniques to the monitors, who relay the information to the janitors. If the monitor requests, I write notes to the janitors. If the work has been consistently bad in an area after two inspections, I write out guidelines and go over job descriptions. I try to iron out problems. After my visits, the

monitors will sometimes meet with the janitors. A good monitor usually spends about an hour a day supervising her janitors, going over the work, writing notes to them or speaking to them personally about what is bad or what is good. If it is good, they praise the janitors and say, "Hey, your work looks really good today!" This happens a lot in the women's dorms, where the monitors have really been doing an excellent job. Their communication with the janitors has improved.

"Sometimes there were problems at first in communicating. The monitors didn't want to accept one of their own as a supervisor, because they had never been supervised at that level. They had been rather independent until then. They would have resented close supervision even by a staff member, but I think they found peer supervision unacceptable at first. Now it seems to be working very well. We had a meeting at the beginning of the year and talked about the development of my position and the idea of my being the step between the monitors and Physical Plant. There was suspicion and resentment, because of past experiences which many of them had had with certain types of close supervision. Since I started in this position, however, I have made certain that I don't give the impression of spying.

"They don't seem to resent my coming around, because I talk to them personally. There is nothing to hide. We sit down and talk about problems, and if we have a disagreement, we hash it out. Sometimes, when social problems arise, I work on that level too--perhaps with the dorm director or the house council. I want to help them, I want to

iron out their problems, and they have accepted me in this role--as a helping person, rather than as a disciplinarian. When we first talked about the new position, however, they were really against it. We had to talk about it and explain and hash it out before they could see how it might be beneficial at all. The monitors do need help. They need help in organizing their responsibilities in the dorms.

"There is at least one janitor on every floor. The janitor is responsible to the monitor, whose most important duty is to supervise the janitors. The monitors turn in times for the janitors at the end of each month, check the janitors' work daily, issue linen, keys, make room assignments at the beginning of the year--but the most important aspect of the monitor's job is to supervise the cleaning. When I rate the dorms once a week, what I'm really rating is the monitor and how she works with her janitors and how she gets the job done. If the dorm looks clean, she receives a good rating. This is a direct reflection upon the monitor, because she is responsible for the cleanliness of the dorm."

ASSOCIATE DEANS' OFFICE

In a recent re-organization of functions, the offices of Dean of Men and Dean of Women were combined as Associate Deans of Students. Student positions in the residence halls have been re-defined and developed following this re-organization. Under the supervision of the Associate Deans, a corps of approximately 150 students fill various job responsibilities in counseling and resident activities in the campus residence halls. In addition, a complement of part-time hosts and hostesses--usually freshmen--have assignments in each dorm.

In the material which follows, the Associate Deans describe the selection and training of student Resident Assistants and the development potential of the dormitory host/hostess position.

Each campus residence hall has a student staff consisting of an Assistant Head Resident, Resident Assistants (RAs), and hosts or hostesses. This staff covers three areas of responsibility in the halls.

The position of Bellgirl in the women's dorms was eliminated when the key system was introduced at Berea College. Certain of the responsibilities for this position were then distributed to

the RA function. Seven RAs were assigned to the men's residence halls, so that the same kind of program and counseling services could be offered in both men and women's halls. Since freshmen have the option to sign up for any of the halls, RAs are assigned to all halls to provide counseling and assistance for both freshmen and upperclassmen. The staff of RAs formerly assigned to freshmen halls was moved out over all the halls in 1973. A large number of RAs had been assigned to one freshman dorm, but five from that building were transferred to other dorms. All residence halls now have RAs in residence.

During vacations and holidays, replacements are hired for absent RAs. Head Residents usually live in the dormitories throughout the year. No RAs have summer assignments in residence halls, but an Assistant Head Resident lives in each dorm during this period.

Selection of Resident Assistants

A certain percentage of RAs carry over from year to year--probably a higher percentage among RAs than any other student labor group on campus. The Associate Deans usually have a good idea of potential RAs at the beginning of each year. Other RAs recommend persons who would make good RAs, and a number of names are obtained in that way. By a certain date, usually by April 15th, interviews are begun with prospective RAs in the dormitories. These interviews are conducted with a number of people--usually Head Residents, house council members, and RAs. The prospective RAs are interviewed by these groups, with veto powers reserved for the Associate Deans in the event that a

dormitory staff might select someone whom the Deans feel would be ineffective. Recommendations also are requested from two professors for each prospective RA.

The interview is an interesting process, because the sessions are conducted by students who know the prospective RAs, who are interviewed in the dorm where they live by that dorm team and are thus well-known to the persons interviewing them. They are asked a series of questions such as "What is your idea of an RA? What do you think an RA does? Why would you want to be an RA? How would you handle a situation where there is a potential suicide? Would you be uncomfortable in coming to tell the Deans about it?" (Confidentiality is one aspect of the RA position, but information on potential suicides must be shared with the Associate Deans.) Since the student interviewers know the prospective RA, they are able to zero in on the student's strong points and weaknesses. They want to show them off to the other staff members and bring out the good points, but they also are honest and direct about weaknesses. They hit hard in their interviews, because they want a good working team in their dorm. They also show up good points, too, and make the interviewee comfortable.

Training of Resident Assistants

Once the RA is selected and assigned to a residence hall, he or she has definite commitments. Resident Assistants are expected to meet with the Head Resident once each week. The Associate Deans meet weekly with the Head Resident, and each Head Resident then has a weekly meeting

with their Assistant Head Resident and staff of RAs. Last year, a six- to eight-hour session of spring training was held for residence hall staffs. The session was optional, rather than mandatory, but all staff members were urged to attend. The training focussed on counseling techniques such as value clarification and transactional analysis to give the staff a feel for what the job is.

During the course of the summer, a fall retreat is planned to take place directly before the freshmen arrive on campus. This retreat is usually held off campus and is a more intensive experience in which the staff is offered as many skills and as much information as possible to make them optimally effective in counseling students, especially for the first month after school begins. During the whole Orientation Week following the return from the retreat, RAs have staff meetings with their Head Resident to determine their programs for that first week when the freshmen have arrived. The RAs put in a lot of time during that first week--probably 40 to 50 hours--counseling and assisting their freshmen students. If there are specialized programs, the residence hall staffs are encouraged to attend. Every Friday throughout the academic year, there is a staff luncheon at which college administrators or speakers who can be of interest to the RAs are invited to speak.

A staff manual also is distributed. This manual contains information which the Associate Deans consider important--statements on rules and regulations, for example, job descriptions, tips on counseling techniques, and a calendar indicating the training which is to take place throughout the year. The manual is revised each year to make it as effective as possible.

Minithon sessions for training in particular areas of interest are also scheduled during the year. RAs have suggested additional areas of training which they feel would be beneficial, such as marriage counseling and counseling skills, and also have suggested that one-hour sessions of training be offered two or three times a month. These suggestions will be implemented.

Responsibilities of Resident Assistants

The position of RA is a prestige job. Student staff members in the residence halls are individuals who are oriented toward working with other people. They care about their fellow students, and they care about helping someone else. In most of them, a pattern of leadership in positions on campus is seen. They have shown wise judgment at different times in the dormitories and have served on house councils. so there is a definite leadership pattern.

Much time put in by most of the RAs is gratuitous, as they do not receive labor payments for all of the hours which they spend counseling or assisting students in the dorms. They also attend sessions of training in addition to their scheduled hours of work.

Each RA has a duty hour in his or her residence hall. These duty hours have been established depending on the dorm. Since this is a job where satisfactions are not concrete, and since RAs are sometimes confused about when they are working and when they are "playing," a duty night was established when they, and not the Head Resident, would be responsible for the building and for any emergencies that

arise. The men have been more reluctant to do this than the women. The men's program has been much less rigid than the women's program, and the men RAs were upset by having an assigned duty night. When it was explained to them that they would have an opportunity to be responsible for the building and that it wouldn't be some confining thing, no more complaints were heard. The RAs can change duty nights, if they wish. They can be on duty for half a night, with another RA on duty for the remaining half, if they wish to arrange it in this way. Someone is on duty each night in each residence hall, and a sign posted in each hall indicates which RA is on duty for which night.

Resident Hall Hosts and Hostesses

The dorm host or hostess position is an area that offers the potential of acquainting students with methods for handling gracious living situations. Much more could be done with the position. Right now, it is a matter of getting the students to accept the possibilities which the job offers them.

The host position was established in the men's halls in 1971. These student hosts should really be hosts--greeting people, seeing that everyone is comfortable, picking up newspapers, and so forth. The position has a lot of aspects which could really be helpful to the students associated with it if approached in the right way, and could be an asset to them as well as to Berea College. It is definitely an area which needs development. Of course, it is difficult for the hosts and hostesses to be running around greeting people and picking up

newspapers in the lounges when they are responsible for answering the one telephone in the dorm.

Hostesses have been assigned to the women's halls for several years. As a result, the activities which go on in the women's hall lounges are pretty wholesome. Now that hosts are assigned to the men's dorms, the quality of life in the lounges has improved a good deal, and that was an area which needed attention.

It would be helpful to improve on the quality of the hosts' jobs. The potential for doing a really top-notch job and providing beneficial training to students is there. Almost all of the hosts and hostesses are freshmen who have taken on extra labor credit hours for the job, which means that all of them are working somewhere else, so this additional experience could be one in which they learn something about how to handle themselves in public and how to be gracious. It could be a really good, creative experience. Not many hosts and hostesses go on to be RAs. Some of the potential is lost because the importance of their job is not emphasized.

SCHEDULING

FOOD SERVICE

Food Service is an institutional department employing from 95 to 110 students each semester in addition to a complement of full-time workers. The student workers assist in the preparation and serving of three meals daily to 1,400 students, staff, and faculty members in Food Service's seven-day-a-week operation.

The following information on selection, training, and scheduling Food Service student workers is excerpted from an interview with the Director of Food Service and the Supervisor of Student Personnel for that department.

Selection of Student Workers

Before the beginning of the fall term, we request 110 students so that we may select schedules to fit our needs. The Labor Office sends forms as to whom they will be allotting us. Using these forms, we make a list of new students who might be suitable for certain jobs.

When the students come in, they are given a sheet which states Food Service policies. The students are asked to read this sheet before their interview to see whether they can go along with our policies, because certain regulations must be enforced, such as the rule that our workers must wear hair nets. We hope to eliminate many of our problems by going through this preliminary step.

After the students have read the regulations and feel that they can abide by our rules, we refer to a chart which lists the number of jobs available and what these jobs involve. We ask if they would like a straight schedule, which means working at the same time every day. If they prefer a straight assignment, then they are assigned to certain jobs where they come each day on a regular schedule--for example, reporting at 6:30 and working through to 8:30. If they don't want to work during breakfast, we never assign them to that shift. They have a choice in this.

Each student wants to know what is available, and each student is given a thumbnail sketch of the type of work which they would be doing. We don't go into detail on this, because we are signing up 110 students and are talking individually to each student. We give them as much information as possible and tell them that they will be instructed by the supervisor in the area where they will be working. If they have an inconvenient class schedule and if they don't mind having an irregular schedule, they are assigned to counter or hostess work. Miss Smith schedules for counter and hostess workers, and Mrs. Cass schedules for checkers, kitchen helpers, (including breakfast help and runners at lunch and night), dishroom helpers, package lifters, and counter suppliers, as well as student monitors who help to supervise and who are on daily or straight schedules.

Our student workers are told during the initial interview that they must work on alternate Sundays. This is a necessary and

unavoidable part of the program. Students in Food Service work six days each week and on alternate Sundays.

It is necessary that we receive the list of assigned students from the Labor Office at least ten days before school begins. We spend a long time thinking this through, since we have 100 jobs, and it is extremely important that the right person be selected for the right job. When new students come into our office, they don't come in any order. The person whom you want for a cashier may be the last person to come in, but may be the best person suited for the position. When the students come in, the first one whom you think will be a possibility is the one to choose. The prearranged listing of available students is very helpful in our selection process, because it lists students' likes, their previous experience, and their physical characteristics. This information is helpful in selecting package lifters and suppliers, for example, who will be handling cans of food weighing twenty-five pounds which come from stacks of pass-throughs. These workers should be tall, because they must be able to see in and reach through, so usually the taller persons are asked to take these jobs.

The students who work in the kitchen as breakfast cooks must report at 6:30 a.m. There are occasional problems, but we select students for this assignment who prefer to complete their labor early. Some people are geared to early starts. Men students who play basketball or soccer prefer to get up for breakfast and be free for the rest of the day to do their programs. Other students who are

doing practice teaching also prefer to work the breakfast shift, which is generally a two-hour shift. We state that if students have problems in getting up early, they should not sign up for breakfast, because we assign only the exact number of people needed for each shift and work area. If we try to give a supervisor two extra people for breakfast and a student worker doesn't show up one morning, another student will say, "Well, if he can get by with it, why can't I?" This creates problems. If students are needed, they are more dependable, so we schedule only the exact number of people needed to work the breakfast shift, and it works out. We are very careful in our selection.

After the students have selected the type of work that they want to do, their permanent work schedule for the term is established. There are many steps that must be followed while signing up student workers. Lockers are issued, and students are given a labor assignment slip to take to the supervisor in the area where they will work. This serves as an introduction to the supervisor, and provides her with a record.

Food Service student workers are requested to begin working a week or possibly three or four days before their classes actually begin. We must persuade our students to start labor immediately, because we need the assistance. They also need the additional time because of the hours that they probably will lose during the semester. They are not required to work until classes begin. If we can't persuade a student to work, then we have difficulty because we definitely

our student workers as soon as service begins that first week. We usually have enough who agree to work the extra hours and start their labor early, however, to take care of it.

Training of Student Workers

Once students have been assigned work areas, they are given a labor assignment slip indicating the name of their supervisor, the hours that they are to work, and their basic duties. When they report to their supervisor, they report at a busy time. In other words, a supervisor may have thirty-five people on a line and may be trying to get hot food on the counter line to serve, and a new student worker arrives and says, "Here I am, what do I do?" The supervisor has to get the student into a hair net and a uniform, plus give instructions on what to do. Each area is covered by a working supervisor and a relief supervisor. We also have separate staffs for the morning and afternoon shifts, so that each student works with four supervisors at different times throughout the week. Even though someone may be a supervisor for a particular day, they must take their lunch period while students are working. A student may come through and ask for his supervisor, who is eating. If another supervisor is not on duty, the full-time staff will have to be consulted. We shift around, trying to maintain a normal schedule within the work schedule.

With the supervisors, common sense applies to the training procedure, because no two days are alike. The menu varies, absenteeism

varies, deliveries vary, class rushes are different on Monday, Wednesday, and Friday than on Tuesday and Thursday. It is impossible to expect similarities from day to day. Most of our supervisors have been with us for at least ten years. We don't have a yearly training program for supervisors, because they have been training students for years.

Each student is assigned to an area such as counter or kitchen. The supervisors in each area train their students as to the type of work, such as what is required of a supplier or a student supervisor, how to serve, or the proportions to serve. The supervisor in the kitchen trains her breakfast cooks in making oatmeal or scrambling eggs, for example. The training, which is done by the individual supervisor, generally is on-the-job training in the different areas.

We meet with all of our students once assignments are completed and all workers have been working for approximately one week. We call a required meeting for the students, and explain the policies that they will need to know during the school year.

This first labor meeting in the fall is scheduled during the second week of school. We want our workers to have completed one full week of labor, because we want them to be familiar with our operation when we meet with them. We cannot schedule the meeting earlier, as we are too busy during Orientation Week. If we wait longer than one week, they're too involved in other activities and in their studies to meet with us. We usually find that there are

seven to ten students who don't show up, even though it is a required meeting. We meet for an hour during an evening, and we pay the students for the time, which means that the meeting costs $100.00. We want everyone to hear the same rules and regulations, however. It is an open meeting, in which students can ask questions at any time. We are firm and exacting as to what the rules and regulations are. At this time, we try to point out the advantages of working for Food Service. One of the most important advantages is that it is one of the nicest ways for a new student to feel that they are a part of Berea College. They have 100 freshman co-workers, and working together creates a bond. It is also a nice way to have an irregular schedule. If students work at a set time each day, they know only the people with whom they work and thus are more isolated. The second advantage is that if a student ever wants to run for an office, the whole student body knows them. Food Service students feel that they are a part of the College. Another advantage which we point out to them is that Food Service student workers can work a meal and eat, completing their labor in the same amount of time that they could stand upstairs in a 30-minute line and come through, get their trays, and eat.

We also explain our work policies. Students are allowed to arrange substitutes, for example, if they have to go home. If a student misses labor through carelessness, it is that student's responsibility to substitute for a fellow student in order to make up the lost time. If a student has been called home because of a

death in the family or something of this sort, and he or she is behind in their labor, we allow them to arrange substitute hours.

The hostesses and cashiers are a smaller group, usually around ten people. We try to schedule a meeting with all of them, because we have special instructions for this group. Three meetings usually are required, however, to get ten people together at one time. Scheduling meetings for training is difficult because of our operational schedule and the academic schedule of the students.

There is no carry-over in our operation. That is one disadvantage of using student manpower. If you have a full complement of full-time workers, at least 50 percent carry over and can take the responsibility of training other workers.

Scheduling Student Workers

There are 1,300 students in the Berea College student labor program. The person who is assigned to Food Service says, "Why should I do this, when they don't have to do it in other places?" In an office, supervisors say, "We don't want you to work unless you can work two hours." In Food Service, we need student workers for 30 minutes, when we have a push of boarders coming through. We need full service for 30 minutes; after that, we need only the number of people required to do a certain job. Scheduling for this can create problems.

Scheduling regular schedules. When students request assignment

on a regular schedule--which means that they will work breakfast one day, lunch one day, or dinner one day, then perhaps will have a day without working if their classes can be scheduled properly--they must be scheduled for 12½ hours per week on paper in order to average 10 hours of actual work. If they miss a scheduled day of work, the absence may involve 1½ to 2 hours, and there is no way to make up that time since our make-up work is at meal time only, and students are scheduled for that time. Students are allowed to make up time by substituting for other students. If someone wants to go home, they request another student worker to substitute for them.

No one kills time. When a student comes in, he finds each supervisor at peak operation, because we have the job of serving 1,400 people. We watch the clock constantly. We don't want student workers to arrive five minutes before time. If they do, they are in the way. We want them to come in at the exact time to go directly to their station. We need five people for counter line, so we want those people in. We tell the students that they are to come in and get ready to work on their own time. They come in a little early, but once they put on their apron and have clocked in on the time clock, they are to report immediately to their station. We don't check this. If we happen to observe someone taking advantage of it, we check. Ordinarily, we don't watch the students, because we trust them. We also tell them that when they leave the job, they are to dress on our time. In this way, we split the time with them. When they come in, we don't want

them in uniform unless they are on the job. Once they have done their work, they may get ready to leave on our time. There tends to be less loafing with this arrangement.

We must schedule differently during Orientation Week. When freshmen arrive, they are sometimes given a temporary assignment because all of the students have returned and we lack sufficient student labor. One person may be assigned to come in and work all of breakfast. The next person will come in and work with the lunches. The next person will work the dinners. This can be done temporarily, because classes haven't begun. You have to realize, however, that the new student has an Orientation obligation. Perhaps the students working lunch may have a test or a meeting which all freshmen must attend. We must take this into account when scheduling. Also, at the first of school, more people come through the line. Our workers are new, they are slow, and feeding the same number of people through the line during the first two or three weeks of school requires half an hour longer for a meal hour than is required once students have learned where to go and where to pick up. After the first three weeks of school, the students also become involved in other activities. They prefer to go to the library, for example, or they have other involvements, so we have more absenteeism of meals at this time.

How we get through the first week, I'll never know. Most of the students have never even been in a kitchen. They are strange, and they're scared to death.

Scheduling irregular schedules. On our irregular schedules, we are fair to everyone. Everyone must work once on Saturday. If they work twice on Saturday, they have agreed to do so because such a schedule works to their advantage or they see that they cannot work at other times.

After we have scheduled, we allow students to be responsible for any scheduling changes they wish to make. We allow exchanges of hours, because we don't care who does the work. We want to be certain, however, that assignments are fair. Each student works an alternate Sunday, for example. Half work on Sunday Number One; the other half work on Sunday Number Two. That is not the first and third Sunday of the month; rather, it is alternating Sundays, and this never varies. When we are closed or on vacation, the Sundays continue to alternate, and this continues throughout the year, which is the fair way of doing it.

As we said earlier about the regular schedule, half the students are on irregular schedules. This means that 50 to 58 students are on irregular schedules. In planning these schedules, we try to think in terms of 12½ hours per week on paper.

When a new student comes in to discuss an irregular schedule, the first thing that we do is to check the chart of all the schedules needed for each meal, and try to schedule for the times needed. Each counter line serves a different shift, and there is also the jet line which opens 30 minutes before regular counter service and remains open 30 minutes longer. Everyone working for us has to eat, so this must be

scheduled as well. The most satisfactory way of scheduling is to have a student come in as a line opens up, let him work a decent length of time, usually an hour or an hour and 15 minutes, then give him time to eat so that he can make his next class. We have perhaps fifteen positions where the person comes in to work, clocks out for 20 minutes to eat, then clocks back in to finish their work.

Food Service student workers report five minutes before the open counter schedule (unless they come in to set up counter service), so they are scheduled to report five minutes before opening time. When we make the break, we allow five minutes of overlapping time. For example, students working the line may come in at 11:55 and work to 12:20, then ring out. Another student gets out of class at 12:00, picks up their mail, goes to the rest room, comes down here, puts on their hair net and apron, and reports for work at 12:15. That gives an overlap of five minutes.

Student schedules have a line number and a column number. Each student is assigned a slot. For example, a student may be Column 1, Line 1 on Tuesday lunch. If they want to go to the library or are having a class tour or other activity which they must attend, then they are responsible for finding a substitute in advance. The name of the substitute is written into their slot. If their plans change, they simply erase the name of the substitute. Each morning, the breakfast supervisor posts the advance sheet for the day, which indicates the student workers who are scheduled to report, including any substitutes.

This is our permanent record for each day. We request that students sign in on this sheet before they come down to work, so that we know they are here and that the station is covered. Then they clock in. Clocking time is pay time. The other is record time, for our own records.

AUDIO-VISUAL SERVICE

Audio-Visual Service provides a variety of operational and production services to academic and administrative departments. The 30-36 students employed by Audio-Visual Service maintain and operate audio, tv, and projection equipment. They also provide technical assistance in all phases of teaching materials production under the supervision of a director who is supposed to have a full-time associate--but rarely does. At least three students are always in top management roles.

Selection of Student Workers

Freshman workers are selected by looking through qualification records. Inquiries are made as to pertinent reasons why someone should not be hired. For example, the Health Service checks the student list. A student may be generally in good health, but not insofar as Audio-Visual Service needs are concerned. A student with a hernia would be an unwise choice, as would someone with a hearing problem which would prevent his working with some of the equipment.

We prefer to have a staff which is two-thirds men, because of the physical nature of the work. But a fifty-fifty balance of men and women is satisfactory. It's learning ability and leadership potential that are most essential, regardless of sex, age, race, etc.

In general ability, Berea students now more nearly typify those in other schools. This fact makes a significant (and perhaps unfortunate difference) in what they accomplish as student workers. From the in-coming freshman class, we select 14-18 students. In any such group, one genius is enough. But we may have to hire two geniuses to have one among the five survivors graduating four years later. We plan for a senior group of 5-6 students. So we initially hire two or three of each type of person in order to come out with the ones who will succeed. We select a variety of potential majors to help us sort skills, although many change majors. We don't pick those who will immediately be picked off by major departments. We don't choose people who appear to be so totally self-centered that they cannot work with others. It's better to have a team of above-average people than a discombobulated blob composed of either end of the scale. Some may need to work across racial, cultural barriers for the first time. Many will not previously have faced work nearly so brain and patience-draining.

We look for signs that people can work together, can work under stress, and have enough self-esteem that they can learn. Work experience for someone other than the family or school is helpful. Beyond selecting for specific skills, we try for variety in peripheral, but important backgrounds. We like to mix the tall and short, in-territory and out, foreign and domestic, the impassioned and the phlegmatic--all who'll be productive and comfortable in this cockeyed environment.

Some students come with special skills, such a photography. But if they're more interested in private pursuits than in joining to meet our needs, we have to forego their skills. Skills must be employed as is necessary for a team.

It's also very difficult to establish leadership skills here. Avies who have excellent leadership skills either don't know their ability or don't understand any reason to practice leadership. We hire people with a talent for learning by a variety of methods. Almost everything we have to do requires exact timing or requires some skill to do it. Even the janitor work--I'd hate to have someone wash the floor of the Language Lab without knowing where the cables were located under it.

We hire not too many of this flavor, not too many of that flavor, those who come across well--and "well" varies. I have hired people who were absolutely blah in an interview, but who had a background which led me to believe they were just too scared to come across in an interview. Then somehow or other, they turned out pretty well. The extremities of talent and personality often prove to be the best workers. They're also the worst. But winning with a few of them beats mediocrity.

Training and Scheduling

I may or may not have time to give directions well, but the staff at least pretends that I know my job. That makes a big difference in what they are willing to learn. Also, I think sharing in doing it is important. I wouldn't dare ask people to

slave at the level at which we slave if I were not helping. I make no bones about calling an unfair shot when someone asks us to do something that defies the rules or creates a crisis.

I'm concerned at trying to effect learning at something other than the plumber's helper level, and I'm concerned with keeping good employees. I ask teachers to be supportive. The instructors we work for need to understand that if they do a little planning, our employees can work effectively and can feel they have accomplished something. Fifty percent of our work now is planned in less than 24 hours, which--in effect--means that it is unplanned. Many teachers seem to want house-slaves or go-fers. Especially faculty who have not worked with student labor, excepting as class assistants, tend to expect either far too much or too little from our student staff. Our staff can also see readily how preparation differs among teachers. We serve so few people familiar with what we're doing that simple tasks are overdemanding in time and thus replace training time. Thus, it becomes increasingly difficult to serve anyone with the complexities.

We have three or four divisions in Audio-Visual Service.

Anything that doesn't involve manufacture of teaching materials is classified as Operations. The primary task in Operations is 16mm film rental and projection. We've always had a student clerk and manager here. We provide tape recorders and television to play back programs. In the operational division, we assign freshmen to learning machine operation and gradually let

them accrue skills. Freshmen do mostly 16mm operation, but all the other students do, too.

Then we have a teaching division which does the education-required quarter course in Audio-Visual Communication. We try to select student instructors from among the more mature freshmen who are versatile, who relate to people, and who are more concerned about others' successes than their own. In one sense they are learners' helpers rather than teachers. They are not concerned about showing off what they know, but rather are concerned with trying to get other people to learn, and doing it fairly. In planning the training of instructors (and the office leadership) it's important to select the worker who relates to fellow workers and all other on an adult basis. At least one freshman per year is the Perfect Child. He works and tells on all those who don't, but can't switch gears to develop a self-satisfaction from helping others to learn. Until they grow, these kids make great clerks and helpers but lousy leaders. This year, a third of our upperclassmen's time spent in teaching the course was a large drain on our resources.

Upperclassmen also train the new workers in Operation and Production. We use our clerical staff to train in clerical tasks. By his fifth term, it isn't enough that a worker be able to do his job. Part of his responsibility in all the jobs is replacing himself. The jump to the 4th and 5th level, depending on the jobs, implies ability not merely to do work oneself, but to get

others to do it. The worker must have concern for the human elements, the finesse which can't be placed in SOP manuals. We have Production in audio, television, and visuals. We had hoped to become an integrated instructional materials center. For example, we wanted to produce illustrated text--manuals with slides and transparencies to match. So we began use of offset long before others on campus saw its advantages. Then, unfortunately, we fell victim to slavery as printers while lacking appropriate equipment. Most routine work is now done in the Duplicating Center. But we still do all the complex color and stock work. Ironically, we've been forbidden purchase of equipment to do illustrations. The shift also eliminated the finishing work which had really been a good training tool. It helped the visuals production staff to learn on inexpensive materials; it taught management in a controlled environment we otherwise lack; and it provided routine unscheduled fill work for portions of operator time we could not schedule. Now we have only the complex work.

One hour a student goes across campus to run a 10-minute movie. We don't know whether he will run it during the first part of the class period or the last. Scheduling is the teacher's prerogative. We pre-plan having none of him, but he may return with 30-40 minutes of work time. There is no way to program any but potluck jobs here, hence we need more potluck jobs.

Even with 16mm projection, we seldom have opportunity to train our operators by having them show us movies. They have to go out among strangers. Inventing time and circumstances to teach

tv camera work is even worse. We've been asked on 20 minutes' notice to do a tv program. We are always asked to produce miracles without having personnel or time to manufacture new miracle workers. This being asked to cope under ridiculous situations of under-training and high expectations costs us employees we hate to lose.

Each term we assign workers with great difficulty, for we have to schedule around classes. The schedule continually changes as students transfer classes, ask for extra time, etc. We have a number of students who operate equipment during their classes. And one or two of our workers are well up on Convocation credits because they record all convocations. Planning our schedule requires hourly a student who is a qualified receptionist. We are always hard-pressed to manufacture them, because they have to know all that goes on here. Working part-time it's hard to see what's going on, much less understand. At least half the people we serve don't know what they want, when they want it, or what it is. Receptionists do a great deal of detective work. We're always short of qualified (and still sane) receptionists.

These workers, unfortunately, cannot give full attention to reception work or to their complex jobs. The interruptions by general public, especially persons bringing chaos, lowers the workers' efficiency in complex jobs. The need to space receptionists also wreaks havoc with work blocks. Some students sharing similar jobs or training with each other must be spaced through the day to provide service, then be scheduled together to compare notes.

When last minute service requests separate them, we wind up with our left hands not knowing what our right hands are doing--literally. We prime target certain workers for specific chores. We occasionally have to call in workers at strange hours.

Our change to a new curriculum and calendar using a great many faculty members either new to the school or in new responsibilities has placed great strain on both our work and training schedules. The new calendar means more switches of schedules with three terms instead of two. The short term may carry off employees entirely or continually rearrange their schedules for a month. The interdisciplinary courses constantly recommend the use of student labor as teaching assistants. While applauding the learning opportunities (both ways) of this cosy one-on-one relationship, I must regret the extent to which the specific scheduling of these courses has almost eliminated intelligent planning for upperclassmen and freshmen to work together.

The fact that all freshmen are simultaneously in class seven hours per week is alone responsible for causing approximately 40 hours of would-be freshmen work to be done by upperclassmen. This represents approximately one quarter of upperclass staff time. We lose three times here in that upperclassmen cannot be doing the skilled work, cannot be training the freshmen in jobs of any type, and cannot be also available when needed at other hours for any of the above purposes. The long-range effect is crucial because it doubles the length of time required to train freshmen, seriously

diminishes our capacity to render service, and gradually deteriorates know-how all the way up to the seniors. Freshmen who do not have our attention when needed tend to lose interest in learning the complex or seek jobs where they will not be harried for want of help. Present trends indicate that within a few more years our upperclassmen skill ratio will be cut in half. Ironically, it is primarily to serve these same courses that we most need a very well trained staff.

Anybody on the staff may be asked to work overtime when it is a necessity. But it should be necessary as part of planned program, not a sudden-death requirement because someone forgot to plan. Our staff may be told "Next fall, you have to work time and a half for the first month or so," but double-time for a term--NO! It's painful to yank an upperclassman in for a job because, while there are six freshmen in the office, none of them have yet learned the job concerned. Given two or three days' notice, we could have trained and used freshmen--That, I object to. That is abuse of the student work program, and is an ever-increasing trend. Many of the faculty and staff want only full-time servants or students whom they know--regardless of skill and job matching.

Beyond office hours we must serve both classes and other institutional programs. Staff for our "night shift" for work after 5 p.m. or on weekends is provided by impressment, trade-offs and insolvency. We do support many extra-curricular

activities, varying from elaborate audio setups to the spectator sports such as film showings. Students also work voluntarily on holidays, some because they are broke, others to do work of special interest which is impossible with school in session.

Supervision

I'm bothered by the college's assumption that students need to be either guided or ignored. This attitude has been called one of "benign neglect." I call it a constant belittling. The intermediate concept where each student can be asked to hack it as much as he or she can is missing in a large measure. The trick comes in recognizing persons who can build a sense of community. AVS students do form a small group of people who continue together in spite of the odds. We give each student a nine months' gestation period to become as much a grownup as he can be. I don't expect freshmen to behave like seniors, but I do expect them to be participants in the corporation.

After nine months, they become partners. We then get a new crop for instant rearing. Sometimes we have a junior or even a senior who has progressed, but whose ability to assume adult leadership or influence for teamwork has halted. We may need to remove him or to isolate him lest he contribute to the "delinquency of minors." We expect students to arrive ignorant of what we're doing. But they aren't treated as though they are stupid unless they act that way. Then peer influence is a good cure.

I doubt that being undisciplined and being free are synonymous. When a freshman wants a job release, or when he thinks he's been working too hard, he's told, "All right, sure, you leave. Now go in and tell thirty other people that they're going to have to absorb your load, too. Then you go where suits your fancy." There are times when people do not obey the basic rules of getting here, of sharing in what they do as best they can do it. Then there is little sadness in their leaving. You may regret that somebody didn't dig the idea of joining in the team and helping, but long-range, we can live without them.

Our students serve other students, some of them fellow workers. They also serve some teachers who are good "grapevines." When we have troubles--say, if we have a projectionist who supposedly is not good, we do a little detective work by sending him off to a teacher or to a class with other members of our staff. Then we get straight poop, and not fumings from a teacher who wouldn't recognize the triumph in projecting a "sprocket-free" film, a not uncommon occurrence. We try very hard to assort experiences. In group work, we try to find out with whom each works best. We are extremely appreciative when we find students who can work with other students regardless of age, race, or sex. Some of them are so busily concerned with such issues that they can't work together.

We always have a child or two who tattles, but the objective is to reach the point where the group prospers because all are concerned about it. When something genuinely goes wrong, the

students do band together and support each other very well. Sometimes I'm in on that; sometimes I'm not. Very often I know about it, but Shrewd says, "If nobody wishes to add me too, then there must be a reason for it." In people relations, there is a teeter-totter between minding people's business to help when needed and being just plain nosy. Somewhere there is a line between involvement and nuisance. Privacy is respected here. But you have to be a somebody. You can't be just a nothing.

Motivation

Joyce Stevens, Student Supervisor: "The information we send to prospective employees describes the hurly-burly here, but it also says that we're a group of people who are concerned about each other. That pretty well fits. I don't think too many people feel beyond the first two weeks of working here that someone else's report about poorly-done work is tattling or persecution. A worker may blow his stack when someone outside the department tells him how to do his job, but he will accept a reprimand from another Avie. To quote a freshman: "It's different. You can bawl me out, but you're treating me like a person instead of a machine." The pride in our work is passed on year by year to the students who come to work here. Each is expected to work as well as he can and learn as much as he can. Because there is a lot of individual responsibility in the things we do, it becomes a matter of pride to the students to do them well. The pride of accomplishing something here in AV is what keeps a lot of us in

school as students.

Most standards designed to cover a whole institution do not work equally well in each department. We can oblige student workers to do jobs in which they see purpose. We can insist that they become themselves and reap the fringe benefits. There's no way that concept of human dignity can be got across to someone who believes students are filled like empty jugs and capped with mortarboards. I know no human attribute that is significantly altered by academic degrees. Do we handicap people in attitude toward the school? No one here talks about the "dignity of labor." May I suggest that's because work is here to be done, and workers find value in it. They don't have to dignify it. The college makes several fine-sounding statements about the purposes of the labor program. Our employees differ in accepting their validity.

Our freshman curriculum features experiential learning. But we can't tell a student who has either done inferior work or work he regards as inferior--"That's very good! You are now supposed to feel good about it!" It's only when he feels good about the job that he grows. His peers are better judges of his performance than anybody with a degree. So when upperclassmen turn to beginners and say, "Thanks, that's good help," and the beginner is then reassigned to do a more complex task, he knows that he is getting somewhere. You can build on that pride, success--or stubborness.

Beyond his second year, the student works where he may not see immediate progress. We try to have every good freshman write directions on something he can't quite do. Building operating

procedures for somebody else helps establish the difficulties in giving and following directions. Often these SOP's are an Avie's most valuable contribution, lasting years after his graduation. Work that is outstanding at the start is not outstanding if you don't improve it. Asking each worker to become more of a people each day has its hazards to sanity but shows some Avies do grow!

In our fifteen years, AVS has developed quite a large and diversified "alumni association." Some have been directly influenced vocationally by working with us. More importantly, many return to share experience--not nostalgically in the past tense, but with an odd sense of self. We all must do some things right.

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Clyde Powell

J. Douglas Hickerson, Dean of Student Affairs
Associate Dean William Laramee
Associate Dean Ruth Butwell

Robert L. Johnstone, Chairman, Agriculture Department
Dr. Claude Gentry
Dr. Edd Hogg
Dr. J. P. Shugars
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Gilbert Roberts

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